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ABSTRACT

This handbook, which is one in a series of handbooks designed to help tech prep practitioners replicate successful materials, projects, or programs that have been developed by Partnership for Academic and Career Education (PACE) consortium members, presents 10 recommendations concerning integrating work-based learning into comprehensive tech prep programs. Discussed first are the background research and information that helped shape the recommendations. The remainder of the handbook is devoted to the following specific recommendations: (1) establish a foundation of career information and awareness; (2) provide a variety of options; (3) utilize opportunities beyond work-based learning; (4) establish clear definitions and maintain standards; (5) learn to think and act regionally; (6) be realistic about what to expect from employers; (7) provide students with structured time for reflection; (8) provide opportunities for all students; (9) design real linkages with postsecondary programs; and (10) anticipate the impact of work-based learning on community relations. Appendixes include the following: tech prep/school-to-work checklist, school-to-work continuum diagram, and PACE cross-site collaboration policy. (MN)

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Integrating Work-Based Learning Into Comprehensive Tech Prep Programs:

Recommendations from a Practitioner's Perspective

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June 1995

CE 069 280

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"Integrating Work-Based Learning into Comprehensive Tech Prep Programs: Recommendations from a Practitioner's Perspective"

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INTRODUCTION

In 1993, the Partnership for Academic and Career Education (PACE), through Tri-County Technical College, received one of nine grants awarded by the U.S. Department of Education under the "Demonstration Projects for the Integration of Vocational and Academic Learning Program (Model Tech Prep Education Projects)." The original duration of PACE's grant was January 1993 through December 1994, but an extension brought the end date to March 31, 1995; the grant award number for the project was V248A20024-92.

Submitted before the concept of School-to-Work became popular, one of the PACE grant objectives was to research various options for integrating work-based learning into comprehensive Tech Prep programs, and to write a position paper based on those results as well as on our own experiences from the local level. This document serves as partial fulfillment of that requirement.

The recommendations presented in this document reflect the opinions and perspectives of the PACE Executive Director. The information should not, therefore, be interpreted as necessarily representative of the "official position" of the PACE Coordinating Board or other Consortium leadership groups. Furthermore, the information and opinions contained herein are not intended to reflect the positions or policies of the United States Department of Education, and no official endorsement should be inferred.

BACKGROUND RESEARCH AND INFORMATION

Three main sources provided the background information and helped shaped the recommendations contained in this position paper. First, a series of site visits were conducted to programs that had gained national recognition for their emphasis on work-based learning. (Grant funds provided only partial support for these visits.). Second, the contents and the spirit of both national and state legislation (i.e., the School-to-Work Opportunities Act of 1994 [STWOA] and the South Carolina School-to-Work Transition Act of 1994) were considered. An additional consideration involved the program development and implementation experiences of the PACE Consortium, which includes 16 high schools and four career centers in seven public school districts, as well as the region's community college. PACE serves South Carolina's Anderson, Oconee and Pickens counties, located in the northwestern corner of the state.

In May of 1993, the PACE Executive Director and a team of 13 educators from the Consortium's most urban district visited two Boston sites affiliated with the National Academy Foundation--the Academy of Public Service at Dorchester High School and the Academy of Finance at Hyde Park High School. Both academies stress short-term exploration activities in the workplace as well as summer internships between the junior and senior years of high school.

The second site visit occurred in March of 1994 when the PACE Executive Director and the Counselor/Industry Liaison, along with representatives of two Consortium districts, visited the Professional and Community Experience (PaCE) Program, which is affiliated with Poudre District R-1 in Fort Collins, Colorado. The PaCE program integrates several work-based learning options into the high school curriculum, including options that vary in duration, the amount of credit awarded and whether or not students receive an hourly wage.

The third and final site visit occurred in May of 1994 when the PACE Executive Director and a team of 15 educators from two PACE districts visited Roosevelt Renaissance 2000 (RR2000), a national school-to-work demonstration site in Portland, Oregon. The RR2000 program emphasizes a cluster approach to the high school curriculum and a series of sophisticated shadowing experiences for all students.

In addition to these site visits, the content of the national school-to-work legislation, as well as a similar law passed in South Carolina shortly after the national law was enacted, provided some valuable direction and insight for the content of this document. While the details of these pieces of legislation will not be described here, many of the essential elements have been incorporated into the recommendations. (A checklist showing the relationship between Tech Prep program elements and many of the STWOA requirements is included in **APPENDIX A.**)

Probably the greatest influence on the recommendations contained in this document comes from the experience gained in working with local Tech Prep/School-to-Work programs. Since its formation in 1987, the PACE Consortium has embraced a comprehensive approach to Tech Prep, including as early as 1989 the integration of work-based learning, at least in relation to cooperative education and shadowing. Beginning in 1992, many Consortium districts began offering more sophisticated options such as youth apprenticeship and internship programs in response to the growing interest of employers, students and parents.

RECOMMENDATIONS

There are obviously dozens, if not hundreds, of factors to consider in integrating work-based learning with Tech Prep programs at the high school and community college level. This document does not attempt to address all of those issues and concerns. Rather, the purpose is to share some suggestions and insights regarding just a few key areas. It is also hoped that in cases where the recommendations may not "fit" a particular challenge, that they will at least encourage productive dialogue and discussion.

Recommendation 1: Establish a foundation of career information and awareness.

Most educators would agree that students must be adequately prepared in order to benefit from work-based learning. The required level of

academic, vocational and attitudinal preparation is obviously proportional to the type of work-based experience students are preparing to enter. Although comprehensive Tech Prep programs usually stress strong academic, vocational and workplace readiness skills, the emphasis on building adequate career awareness may not be strong enough for success in some types of work-based learning.

While some options (e.g., shadowing) may have career exploration as their primary goal, others such as youth apprenticeship require a solid foundation of career awareness in order to ensure a reasonable level of success for both students and employers. Students in youth apprenticeship programs need clear career goals, or their motivation to complete a multi-year program will be jeopardized. (In addition, most employer sponsors of youth apprentices want students who are interested in their company and its related career fields, not someone who thinks of the experience as just another part-time job.)

The challenge for Tech Prep/School-to-Work practitioners is to provide students with the types of information and experiences that will actually result in a true understanding of career options. A related challenge is ensuring that students get the "whole picture," not just repeated exposure to the extremes of the career spectrum. Meeting these challenges requires a multifaceted response: 1) making career awareness a school-wide responsibility with ample opportunities for input from parents and community; 2) integrating career information into the K-12 curriculum in ways that complement rather than compete for class time with required course objectives; 3) enabling counselors to act as facilitators and resource persons, not as the sole providers of career counseling services (or, in the worst case scenario, as "registrars" who have the assigned responsibility for career counseling without the opportunity); 4) providing teachers and counselors with current, accurate information on the options in <u>all</u> career levels, including the mid-level technologies which usually require some postsecondary training but less than a four-year degree.

Recommendation 2: Provide a variety of options.

Most school systems seek to offer a variety of work-based learning options that address students' developmental needs as well as the varying levels of employer interest and commitment. While not all students will or should move through a hierarchy of progressively more sophisticated experiences (i.e., from shadowing to internship and ultimately apprenticeship), it should ideally be possible to do so. The various options should relate to the school curriculum and should be part of a broad vision for school-to-work. For one possible description of how the various pieces might fit together, see the "School-to-Work Continuum" diagram contained in **APPENDIX B.**

The national School-to-Work Opportunities Act, and complementary legislation in many states, have generated great interest in developing work-based learning opportunities for students. They have also generated a certain amount of pressure to offer a variety of

options. Practitioners charged with developing these experiences are well aware of the resulting logistical and resource challenges. While offering a variety of options is desirable, it should be considered a long-term goal. It is preferable to offer a few high quality experiences rather than numerous options that are poorly designed and supervised. (In fact, a reputation for poor quality programs can be a real handicap when working with the business community, and such perceptions can take years to overcome.)

Recommendation 3: Utilize opportunities beyond work-based learning.

In most school systems, educators express concern over how they will ever be able to place the numbers of students who want and need work-based learning experiences. The key to long-term success may be to think more broadly about the educational goals associated with work-based learning and whether or not "work-related" experiences can help accomplish elements of the same goals.

A key component of the STWOA is the integration of school-based and work-based learning. Numerous other sources tout the benefits of adding relevancy, often defined as work-related applications, to the curriculum as a way of improving student learning. So, in order to leverage what will (in most communities) be scarce resources for work-based placements, educators might consider different ways of bringing the workplace into the classroom. Some possibilities include

- maximizing opportunities for school-based enterprise;
- using "real-world learning projects" where employers provide specific problems or activities for students to work on;
- developing high quality videos for younger students which simulate shadowing experiences in local/regional companies;
- inviting business and community members into the classroom to judge "exhibitions of mastery" or other types of student projects;
- having employers and teachers team teach a unit of instruction;
- collecting materials from local businesses to supplement texts or to serve as resources for class assignments;
- using simulations as classroom projects (e.g., the stock market game);
- using the school as its own career resource (i.e., school personnel identify jobs/careers they've had other than teaching or their current positions, and using the results as a career resource for students);

- having youth apprentices or students in other types of work-based learning bring back problems, situations or activities from their assignments that can be developed into learning experiences for their classmates who are not participating in work-based learning.

Recommendation 4: Establish clear definitions and maintain standards.

One of PACE's challenges in recent years occurred when coordinators from different schools were asking the same businesses to become involved in a variety of work-based learning options, but describing them with different terms. The result was predictably confusing for both coordinators and employers.

To state the obvious, educators need to define what they mean by the various work-based learning options and then use those definitions consistently with students, parents, employers and school staff. In the PACE Consortium, this challenge was addressed by having members of the school-to-work planning team identify the options and agree on the definitions. (The resulting document is part of the PACE Cross-Site Collaboration Policy, which is contained in **APPENDIX C.**)

Another element of having defined options is maintaining the programmatic standards or distinctions between those various options. Otherwise, schools and employers will struggle with numerous terms for essentially the same activity, which will create confusion and frustration. If the school system offers different work-based learning options, the varying needs of both students and employers can be easily met. (For example, an employer who expresses interest in "youth apprenticeship" but isn't comfortable with a multi-year commitment might be encouraged to sponsor students in internship experiences. In that way, the employer's involvement isn't lost, and one of the key elements of youth apprenticeship isn't compromised.)

Recommendation 5: Learn to think and act regionally.

When a school-to-work initiative begins, it is common for a few schools, or perhaps a single district, to "take the lead" by developing programs and placing numbers of students in work-based learning assignments, particularly if the economic climate is fairly robust. If those early experiences are successful, there will be interest in placing more students and developing more options. And before long, other schools in the region want to offer similar experiences for their students. Eventually, employers start getting multiple requests, and schools start approaching companies outside their attendance areas, which of course means encroaching on another school's "turf". The situation can quickly escalate into stiff competition among schools for work-based placements, with employers caught in the middle. (To complicate the situation, there is often a complementary push to get more teachers and counselors into the workplace in order to enhance their understanding of the "real world," thereby generating even more pressure on employers.)

In order to maximize opportunities for students, reduce frustration for all concerned, and maintain good community relations, it is essential that schools learn to think and act regionally. (In this case, "schools" means school districts and two-year colleges, since both will be coexisting within the same employment community.) If schools cannot face this challenge pro-actively, employers in the region will certainly force the issue before very long. Because most companies of any size hire regionally, and most want to be viewed as good "community partners," they will likely resist the appearance of favoritism. (And, in more sophisticated options like youth apprenticeship, employers will probably want to place the most qualified students, regardless of whether they come from school "x" or school "y.") On the other hand, small companies will probably prefer students from within the district service area, but the number of placements will be very small. Because medium and large-sized companies are frequently the ones approached first and most often in any school-to-work effort, there is considerable potential for regional competition to develop.

The challenge, of course, is learning to think regionally and act collaboratively while maintaining a workable approach to local coordination. PACE Consortium schools have taken a first step in trying to address these issues, and in agreeing to use common definitions, by developing a Cross-Site Collaboration policy. (See **APPENDIX C.**) Even though the approved document took over a year to develop, it is still considered a "work in progress," and will undoubtedly go through several more revisions in the years to come.

Recommendation 6: Be realistic about what to expect from employers.

Work-based learning functions best when the key players have complementary needs--educators who want to expand learning opportunities for young people, students who want and are prepared for the experience, and employers who want to solve specific workforce problems. As mentioned earlier, most employers also want to be good community partners, which can heighten their willingness to become involved in work-based learning. However, when altruism conflicts with the "business of doing business," employers will predictably do what they believe is in their immediate best interest. It is important that educators realize and anticipate times when their goals may conflict with those of their business partners.

Different work-based learning options have different goals. Some are primarily exploratory in nature while others have a stronger training focus. Options like shadowing, which help students explore their career interests, can be personally satisfying for the sponsor but don't offer much "value added" potential for the company. Youth apprenticeship, on the other hand, provides businesses with students capable of performing meaningful work in exchange for the employee time spent providing the structured training and supervision required for a successful program. The point here is not that shadowing isn't worth doing, but rather that educators must understand the potential

"cost/benefit" issues from the business perspective.

There are numerous factors that affect how interested and committed employers will be to starting and maintaining work-based learning programs. If the state offers no tax benefits or other incentives, the greatest motivator will probably be whether or not the program meets an immediate or relatively short-term workforce problem. Otherwise, educators will need to spend considerable time and effort nurturing relationships with area employers in order to convince them that employer involvement has significant, long-term benefits for their companies, for students and for the community. In order to be truly successful in those attempts, employers will have to hear the same message from their colleagues as well as from educators.

Recommendation 7: Provide students with structured time for reflection.

Most program coordinators accept the fact that students need time to discuss and reflect on their work-based learning experiences. These opportunities are extremely important, not only for the obvious educational benefits, but to reduce the feeling of isolation from their peers that some students may experience. (One of the strengths of the academy model is the camaraderie that students develop from their common schedules and the structured sharing of their internship experiences.)

Because it is difficult to place numbers of students in any one company, they will almost certainly be spread out among many different businesses in the community. Bringing students back together periodically as a group will allow them to learn from each other's experiences, and will help them build a spirit of camaraderie.

In addition to providing reflection time facilitated by school personnel, it is also helpful for students to discuss their experiences with their business sponsors. (This benefits the business person as well as the student.) For students in short-term assignments, a brief discussion at the end of the experience is probably sufficient. For students in other types of assignments, reflection time doesn't have to be lengthy, but it should be structured differently from routine progress evaluations. Program coordinators may have to provide some brief training to help business partners conduct this type of activity, and to help them determine how often they should offer students these discussion opportunities.

Recommendation 8: Provide opportunities for <u>all</u> students.

School-to-work legislation stresses the importance of providing access for all students, including those with disabilities as well as the academically gifted. In order to ensure that all students can participate in school-to-work opportunities, schools will have to provide a variety of options with clear standards and adequate

support services.

While providing quality programs is always challenging, regardless of the student population targeted, there seem to be three major areas of concern regarding work-based learning. These areas deal with designing programs for "at-risk" students, academically gifted or baccalaureate-bound students, and students who are learning challenged (i.e., educable mentally handicapped). While it is not necessary that students in each of these groups participate in the same programs (although that may be possible in some cases), it is important to offer quality experiences that are developmentally and educationally appropriate for each population.

Comprehensive Tech Prep programs* can help build the academic, vocational and guidance foundation needed to reduce the numbers of students who might otherwise be considered at-risk without this type of school experience. In addition, providing additional support services and offering certain types of work-based learning options can be particularly helpful to students who may be at risk. One of the strengths of the academy model is the added support, attention and positive identity provided through a unique combination of program elements. For example, while not separated from the normal school routine, academy students build an identity by going through a number of classes together, which feature a low teacher/student ratio, and sharing the results of their internship experiences in group discussions with their peers. This approach to working with at-risk students seems to combine structured learning experiences, both in school and in the workplace, with ample opportunities to interact with positive adult role models.

Baccalaureate-bound students will also need certain accommodations in order to participate and benefit from work-based learning experiences. Scheduling may be the biggest challenge because these students will probably be taking numbers of demanding courses required for college admission and advanced standing. These students may especially benefit from either short-term experiences, like shadowing, or from service learning assignments which may accommodate their class schedules more easily. Summer internship programs may be another avenue to help baccalaureate-bound students participate in work-based learning. (Obviously the multi-year programs like youth apprenticeship may be more difficult for students who plan to go away to college after they graduate from high school.)

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* Comprehensive Tech Prep programs involve the following elements: 1) high academic standards for all students resulting from, among other factors, coordinated curriculum planning across grade levels; 2) active learning methods that are appropriately used in earlier grades and carried forward as the student progresses; 3) comprehensive K-12 guidance, and integrating career awareness opportunities into the curriculum; 4) exploratory experiences outside the classroom enabling students to refine their career strengths and interests through such activities as shadowing, service learning, etc.

It is possible, however, to structure youth apprenticeship programs in ways that appeal to students whose career goals require a bachelor's degree or higher. For example, coordinators can design programs to link the high school curriculum with an occupational associate degree program offering transfer opportunities to senior colleges. As a result, students can "ladder" their education while participating in work-based learning for at least the first two years of college. This option not only builds valuable work experience, but also enables students to earn higher part-time wages to help offset college costs. (And in many cases, employer sponsors offer tuition reimbursement programs which provide further financial assistance for college study.)

In some school systems, students in resource or self-contained classes may actually have had school-to-work opportunities for several years. (In the PACE Consortium, for example, several districts offer transition programs which already contain the essential elements of school-to-work.) Regardless, meaningful workplace experiences can and should be available to students considered "learning challenged." Coordinators will need to work closely with area employers to identify assignments that are developmentally appropriate, and for which adequate structure and supervision can be provided. It is also important that program coordinators help employers see that they can sponsor different types of placements concurrently. (In other words, employers can place student workers in their maintenance department as well as in their engineering department.)

Recommendation 9: Design real linkages with postsecondary programs.

The School-to-Work Opportunities Act stresses the importance of preparing students for "high skill, high wage" careers, and in having them select career majors which combine at least two years of their high school curriculum with "at least one or two years of postsecondary study." These directives illustrate the need to actively involve postsecondary institutions in school-to-work programs. The degree and nature of that involvement will ultimately determine how successful these programs are for our students and our communities.

Community colleges have a critical role to play in helping ensure that more young people are prepared to enter "high skill, high wage" careers, particularly through occupational associate degree (AAS) programs. While most educators accept the need to articulate courses and programs, thereby enabling high school students to earn advanced standing in associate degree programs, articulation should only be a small part of the community college involvement.

The STWOA stresses the integration of school-based and work-based learning, and the linking of secondary and postsecondary educational systems. Therefore, the same program elements stressed in high school should also be contained in the postsecondary curriculum. Options like youth apprenticeship should be multi-year experiences

encompassing classroom and work-based learning that are similarly structured and integrated in both systems. (Otherwise, students will simply have what amounts to a sophisticated part-time job in high school with the opportunity to attend college after graduation, which was a common option long before school-to-work came along.)

Community colleges also need to take the lead in developing more articulation agreements with senior colleges, including "2+2+2" opportunities enabling students to transition more smoothly from high school through the two-year college and on to baccalaureate degree programs. In addition, school-to-work programs need to be expanded collaboratively between public schools, community colleges, regional senior institutions and employers to integrate classroom and work-based learning across the three levels of education. (In the PACE Consortium, this type of development began in 1994; while some progress has been made, much work remains to be done in order to provide the type of coordinated classroom and work-based learning experiences at both the community college and senior college levels that we envision.)

Recommendation 10: Anticipate the impact of work-based learning on community relations.

Many schools throughout the country have for years placed students in cooperative learning experiences. However, the number of these placements were relatively small, and they were often limited to students in vocational programs. As schools expand their vision of what work-based learning can provide <u>all</u> students, and as employers become more involved in school-to-work programs, the interaction between schools and businesses will be greater than at any time in the past. The impact of these working relationships will be significant for schools and community colleges.

Educators should understand that everything they do related to establishing and supporting work-based placements has implications not only for the students, but for their schools as well. The interaction between members of the business community and administrators, teachers, counselors, and students can create certain images in employers' minds about the condition of education in today's schools. This can be a tremendous opportunity to solidify some positive perspectives and to dispel some unfavorable stereotypes that employers may have about public education. However, a poorly organized program can have exactly the opposite effect.

As schools become more involved in school-to-work, with or without state and federal grant support, it is important to realize that these programs will have more visibility in the community than has typically been the case with past initiatives. It is therefore worth all the time and effort necessary in order to ensure that quality programs are developed. While the benefits for students are obvious, the long-term benefits for school systems may not be as clear, but they are every bit as important.

APPENDIX A

Tech Prep/School-to-Work Checklist

Blending Tech Prep and School-to-Work

COMPONENT	T/P	S-T-W
Planning, Support Systems and Organization		
regional and site-based organizational structures that involve key groups and encourage collaboration	✓	✓
designation of site-based coordinator to facilitate program development	✓	✓
active support of major administrators (HS/Dist/CC)	✓	✓
active support of key business leaders	✓	✓
marketing to key audiences	✓	✓
employer involvement in curriculum development	✓	✓
information for and involvement of parents	✓	✓
learning contracts for worksite experiences		✓
diverse work-based learning options (shadowing, internship, co-op) that complement STW		✓
staff development for teachers, counselors (HS/Comm Coll)	✓	✓
staff development for administrators (HS/Comm Coll)	✓	✓
training for workplace mentors		✓
tuition assistance from employers		✓
employer identification/validation of program focus	✓	✓
placement assistance for graduates	✓	✓
establishment of fair selection process for student participation	✓	✓
provisions for student support services to ensure success	✓	✓
provisions for appropriate insurance (students)		✓
work-based programs for youth that are linked to employer strategies for upgrading current workers		✓
Curriculum-Related Components		
curriculum enhancement for grades 5-8 to blend with HS program	✓	
involvement of senior colleges in planning	✓	✓
articulation with postsecondary (Comm Coll)	✓	✓
articulation between 2-yr and 4-yr colleges	✓	✓
integration of academic/vocational education (HS)	✓	✓
integration of academic/technical education (Comm Coll)	✓	✓
work-based learning that relates to curriculum (HS)		✓
work-based learning that relates to curriculum (Comm Coll)		✓
high school credit for work-based learning		✓
Community College credit for work-based learning		✓
work-based learning that includes exposure to "broad elements of the industry"		✓
preparation for high skill/high wage careers	✓	✓

Blending Tech Prep and School-to-Work
continued

COMPONENT	T/P	S-T-W
academic courses with high standards (comparable to college prep)	✓	✓
provisions for meeting needs of special populations	✓	✓
open access to **all** students, including those with special needs	✓	✓
"active learning" instructional methods (HS/Comm Coll)	✓	✓
integration of SCANS competencies (HS/Comm Coll)	✓	✓
authentic assessment (HS/Comm Coll)	✓	✓
identification of workplace mentors to guide student learning experiences		✓
formation of curriculum sequences (majors)	✓	✓
supervision of students in the workplace by appropriate school personnel (HS/ Comm Coll)		✓
Counseling-Related Components		
focused counseling and educational planning (9-12)	✓	✓
focused advising and educational planning (Comm Coll)	✓	✓
career awareness and exploration (K-8)	✓	✓
career information that targets mid-level technologies (grades 5-14)	✓	
Program Outcomes/Evaluation		
recognized education credentials	✓	✓
recognized/portable credential for work-based learning		✓
outcomes that include either meaningful employment or transfer into 4-yr college	✓	✓
on-going program evaluation	✓	✓

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APPENDIX B

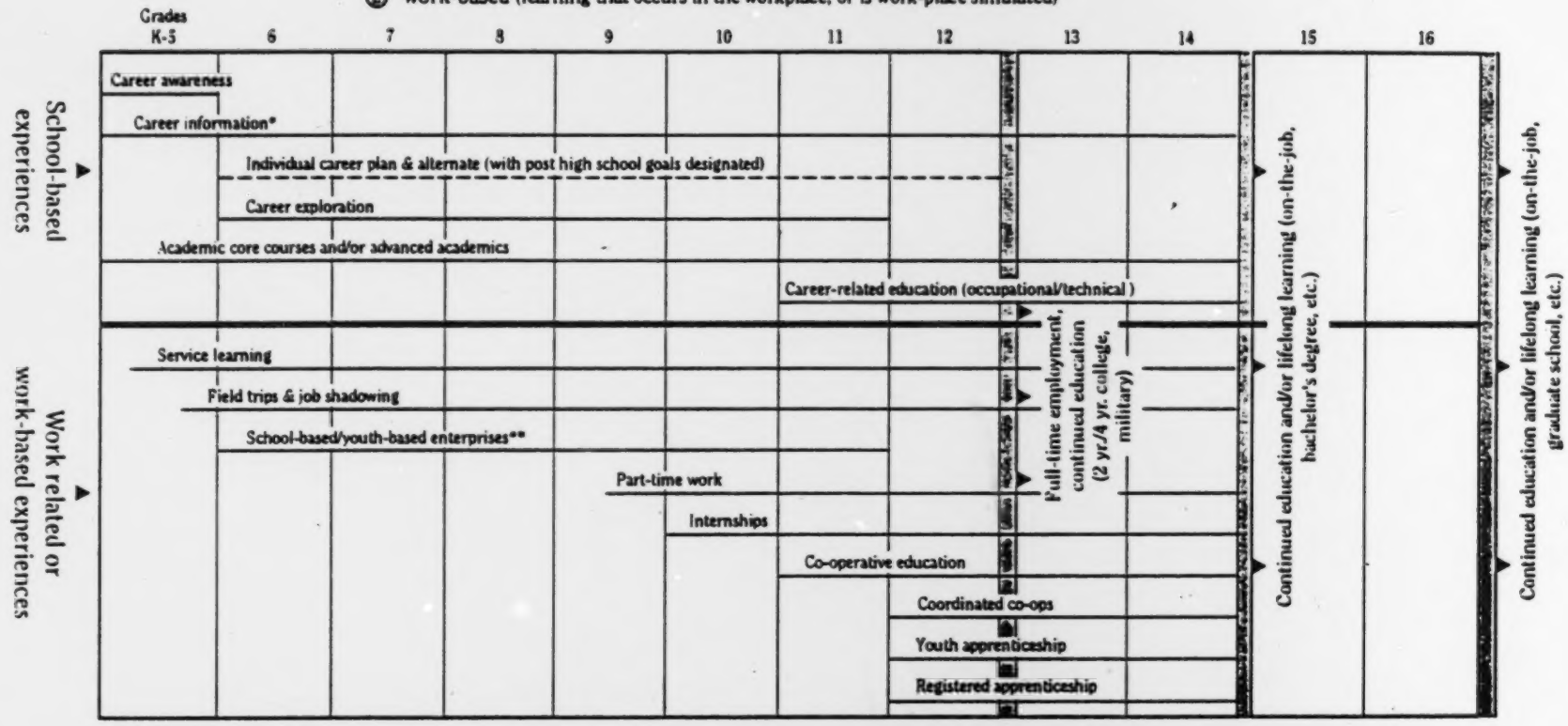
School-to-Work Continuum Diagram

The School-to-Work Continuum

Key components:

① school-based (academic/occupational coursework, career awareness, exploration and planning)

② work-based (learning that occurs in the workplace, or is work-place simulated)



* Career information includes a variety of developmentally appropriate activities (e.g., guest speakers from the business community, career applications in academic and occupational classes, information gathered from individual and group guidance activities, etc.)

** e.g., school-based projects such as building/selling a house as part of a career center occupational program; youth-based enterprises such as lawn-mowing, babysitting

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(Adapted from: Hamilton, S.F. and Hamilton, M.N. Opening Career Paths for Youth: What Can Be Done? Who Can Do It?, Washington, D.C.: American Youth Policy Forum, 1994.)

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APPENDIX C

PACE Cross-Site Collaboration Policy

PACE Consortium School-to-Work Initiative

Cross-Site Collaboration Policy

Background Information/Definitions

In the spring of 1994, new state and federal legislation was passed to facilitate the development of School-to-Work (STW) systems. School-to-Work programs and activities blend classroom and work-based learning, and when implemented in a comprehensive way, will help more young people successfully enter "high skill, high wage" careers.

The School-to-Work Opportunities Act of 1994 (STWOA) describes specific elements which must be addressed in order to meet the federal guidelines for a STW program. (A description of these elements is included in ATTACHMENT 1.)

The South Carolina School-to-Work Transition Act of 1994 complements the federal legislation, but contains some additional components which are unique to South Carolina. Included in these components are opportunities for students to receive personal mentoring from community/business persons, elimination of the general track in public schools and adopting a dual curriculum system of college prep and tech prep, and requiring the development of individual career plans for all students beginning in grade six. The South Carolina law combines elements of school-to-work programs (as defined by the STWOA) with those of a more general school-to-work "concept." A description of the STW concept is included in ATTACHMENT 2.

A STW "program" most closely matches the definition typically used for youth apprenticeship, provided that equal access is available to all students, including special populations and the academically gifted. The STW "concept" is more general in scope and includes multiple opportunities for students to blend classroom and worksite learning. These types of experiences may include service learning, internship, co-op and shadowing, as well as youth apprenticeship.

School-to-Work programs and activities are logical extensions of comprehensive Tech Prep (PREParation for TECHnologies) programs, which PACE Consortium sites have been developing since 1987. Both the state and federal STW laws recognize the importance of comprehensive Tech Prep programs in providing a strong foundation for a successful STW initiative.

This cross-site collaboration policy addresses both the concept and program definition of school-to-work. The policy is directed to the major education partners in the PACE Consortium—the school districts of Anderson, Oconee and Pickens counties, including all regional career centers under their jurisdiction, as well as Tri-County Technical College.

Employer Benefits and Incentives for STW Participation

Currently there are no financial or tax incentives available for businesses to encourage their involvement in STW initiatives. As part of the new state legislation, however; a task force will be convened to study this issue and make recommendations on how best to support employer participation. Even so, it may be a year or more before specific incentives are available.

In the meantime, employers can and will benefit from their involvement in STW, particularly from some of the more sophisticated options such as youth apprenticeship and coordinated co-ops. In these cases, employers benefit from shaping multi-year training programs that result in highly-skilled technicians/employees who are familiar with their company's method of doing business. While they have the opportunity to hire these students full time after graduation, employers also benefit from having had them as part-time employees who performed meaningful work during their training program.

In other types of STW, such as shadowing and internship, employer involvement is more altruistic, although extremely beneficial to the participating students.

Education partners need to be aware of the possibility that employer involvement may be tenuous at best, particularly in cases where there is a weak "cost/benefit" ratio for the company. It is important, therefore, that all sites work well together in order to support rather than splinter the relationships between schools and businesses in all aspects of school-to-work.

Rationale for a Cross-Site Collaboration Policy

As the seven school districts and Tri-County Technical College (TCTC) expand development of various school-to-work activities, local employers will experience an unprecedented outreach from educators wishing to secure their active involvement and support. Educators should anticipate that because most businesses hire regionally (not by district service area), and because most want to be viewed as good community partners, they may resist requests to work exclusively with one district/site or another. It is essential, therefore, that a spirit of collaboration and cooperation exist between education partners and between education and businesses in order to

- develop maximum opportunities for students;
- reduce possible frustration of employers who may receive requests from multiple sites to participate in different types of STW;
- leverage resources and contacts in order to improve efficiency; and
- help ensure a positive experience for all concerned.

The primary purpose of this cross-site collaboration policy is to improve coordination among education partners. The policy is not intended to diminish the effectiveness of current activities or the initiative of individual sites in pursuing school-to-work options for their students. The implementation of this policy should also not interfere or conflict with individual partnerships established between schools and businesses for purposes other than school-to-work.

Key Contacts for Implementation of STW

Each district in the PACE Consortium, as well as Tri-County Technical College, has one or more individuals designated as key contact persons for implementing STW and other types of work-based learning activities. These site coordinators, by title, are listed below.

Anderson Districts One and Two/Career and Technology Center:
School-to-Work Coordinator (full time)

Anderson Districts Three and Four:
School-to-Work Coordinator (full time)

Anderson District Five:
Youth Apprenticeship/Co-op/Job Placement Coordinator (full time)

Oconee County Schools:
Business/Industry and Co-op Coordinator (full time)

Pickens County Schools:
Youth Apprenticeship/Co-op Coordinator (full time)

Tri-County Technical College:
Co-op Director (half-time) Job Placement Coordinator (half-time)

In addition to these individuals, all sites have other persons who interface with the business community for the purpose of arranging work-based learning experiences. For example, numerous teachers in most districts have coordinated shadowing experiences for their students in recent years, and many are now developing service learning and other types of worksite projects. Tri-County Technical College also has many faculty and staff who interface continuously with the business community. (The Continuing Education and Special Schools staff work very closely with area employers on a daily basis.)

General Procedures for Cross-Site Collaboration

1. District/school, college and consortium office personnel should use a common set of definitions when discussing, promoting and/or developing various types of work-based learning. (See ATTACHMENT 3 which describes the types and definitions of work-based learning.)

2. The consortium office should be apprised of all STW activities underway or being developed/considered by each district/site; the consortium office should serve as a clearinghouse for this information in order to assist sites with their development efforts.

3. Site coordinators should maintain an internal communication system so they are informed about and provide some coordination for all work-based learning activities underway in their own district/site. (For example, shadowing experiences coordinated by teachers, internship or service learning programs run through the high schools, co-op programs run through the career center, etc.)

4. The consortium office should work with site coordinators and others to develop common materials (print, video) for use by all sites to help explain and promote STW to employers. (Individual sites should then use that material as a basis for developing brochures and other items which will be disseminated to students and parents.)

5. The consortium office should work with other intermediary agencies, such as the Anderson County Business and Education Partnership, to develop and/or refine procedures which could help improve STW coordination and communication. The consortium office should keep STW Coordinators apprised of these types of collaborative efforts.

6. STW Coordinators should also work with other intermediary agencies such as local chambers of commerce, county business and education partnerships and other community/regional agencies to ensure that they are informed about the STW initiative, and to secure their help (when appropriate) in facilitating student placements in work-based learning options. STW Coordinators should keep the consortium office apprised of these outreach efforts.

7. Site coordinators, consortium staff and administrators from partner sites should seek out and/or capitalize on formal and informal opportunities to continually inform employers and community members about STW and the various options for work-based learning. (Such communication should include the consortium perspective in addition to providing information on site-specific activities.)

Implementation and Communication Procedures

1. Each site coordinator should feel free to make contacts directly with employers whom they wish to involve in STW activities. However, in order to improve communication and reduce potential frustration for all concerned, coordinators should

   - concentrate initial efforts within their district service area as much as possible, and inform the appropriate coordinator when contacts are planned for outside the immediate service area;
   - determine what, if any, STW activities are already underway with the company identified for potential contact and/or determine issues that may affect the receptivity of the business to STW. (Calling the consortium office as a first step may be helpful in avoiding potential problems regarding initial contacts. For example, PACE staff may have learned that the company in question wishes to delay involvement in STW activities.)

2. During initial meetings with a potential STW employer sponsor, the coordinator should explain

   - the full range of work-based learning options, while stressing the types that his/her district currently supports (some districts are beginning with shadowing only);
   - that his/her district or site is part of a consortium that is trying to coordinate activities, as needed and appropriate;
   - that it is possible to become involved in multiple activities concurrently, (e.g., shadowing and youth apprenticeship);
   - that it is possible to start off with one type of activity and add others later ;
   - that if the employer wishes to become involved in youth apprenticeship, that he/she may choose to select one or more student participants from other neighboring districts, if those students meet the established qualifications.

3. If a site coordinator contacts a potential STW employer sponsor who chooses a STW option for which that district does not currently wish to be involved, (e.g., youth apprenticeship), the coordinator should inform the consortium office of the employer's interest so other districts can be contacted. (The original district may become involved later in whatever STW program is ultimately developed.)

4. If the employer wishes to become involved in an existing Youth Apprenticeship program, or to help develop a new one, the site coordinator should

   - at the earliest opportunity involve a representative of the consortium office and the postsecondary site (technical college or Bureau of Apprenticeship and Training, if the program is to be federally registered through the Department of Labor);
   - determine whether or not the employer wants to involve other districts in developing the program (if the employer wishes to have a cross-district selection process, then other districts should have the opportunity to participate in the development process);
   - work with the consortium office to help set up a multiple site development team, if appropriate

5. If one or more employer sponsors associated with a youth apprenticeship program wish to implement a cross-district student selection process, procedures should be developed by the participating site(s), employer sponsors and representatives of the consortium office to determine

   - the prerequisite skills (occupational and academic) and other requirements such as teacher recommendations, attendance record, grade point average, etc.
   - whether or not employer sponsors wish to give any special consideration to students from the initiating district
   - other sites within the consortium that offer the occupational speciality needed to provide the requisite technical skills
   - an appropriate and timely application process enabling students from other sites the opportunity to be considered for selection.
   - why student applicants not selected by the employer sponsor(s) were rejected. (If one or more students are not selected because the employer determines they do not possess the entry-level skills, the students' home district(s) must be informed so that curriculum changes can be made, if appropriate, to better interface with program entry standards.)

6. Tri-County Technical College staff who develop credit or non-credit training programs (which involve academic/technical and work-based learning activities) in response to employer requests should provide employers with general information about about all STW options, including youth apprenticeship. If employers express an interest in STW programs, College staff should inform the consortium office so appropriate district/site contacts can be made to begin developing youth programs. (NOTE: College staff should recognize that youth programs can be developed to integrate effectively with training programs for the company's current employees.) TCTC staff from the Continuing Education and Instructional divisions should maintain regular contact with the consortium office regarding current and planned work-based learning activities that may relate to the STW initiative, particularly regarding adult registered apprenticeship programs.

7. When making an initial contact with employers, or at other appropriate times, school-to-work coordinators should inform employers that work-based learning options, similar to those for youth, are available for adult students and current employees (e.g., adult apprenticeship, cooperative education, internships); if employers express interest in these options, coordinators should call the consortium office so that the appropriate College department or division can be contacted in order to ensure adequate follow-up.

8. Tri-County Technical College staff will provide a written document to all district school-to-work coordinators explaining work-based learning options for adult students available through the College's instructional and continuing education divisions.

9. If the consortium office is contacted by an employer interested in participating in STW, staff will

   - explain the full range of options including adult options;
   - refer the caller to one or more site coordinators, depending upon the nature of the employer's interest. (For example, if the employer wishes to become involved right away in Youth Apprenticeship and the home district is not in a position to respond, PACE staff may refer the employer to a coordinator in another district who can accommodate the request. In such cases, PACE staff will inform the service area coordinator of the situation, and will inform both coordinators that when the first site is ready to participate, development plans and student selection procedures should be modified to accommodate the home district's involvement.);
   - (if appropriate) invite site coordinators to a meeting with the employer to plan the development of a new program, or to identify ways to link the business with an existing program.

10. If employers and/or site coordinators express an interest in developing a youth apprenticeship program or other type of STW activity in a particular field (machining, health occupations, etc.) on a regional basis, the consortium office will coordinate the development work and will invite all interested parties to participate.

Addressing Problems

Within Anderson, Oconee and Pickens counties there are approximately 13,000 high school students. If each student had just a single work-based learning experience, the potential stress on a limited number of area employers becomes obvious. It is inevitable that some companies, particularly larger businesses in Anderson County, will be approached frequently for many different types of STW involvement. While this cross-site policy should help minimize potential problems, it is inevitable that conflicts will periodically occur.

The most obvious problem that may occur is when a single business receives what it considers to be too many requests for support (e.g., multiple districts interested in arranging shadowing experiences for students, requests for co-op assignments from area career centers, interest in having teachers tour the company for in-service activities, counselors calling for Career Day representatives, requests for employers to mentor middle school students, etc.). If a site coordinator, or someone else from the school/site, perceives that a problem exists or that one is imminent which he/she cannot handle directly, the coordinator should contact the consortium office.

Once the consortium office has been notified of a concern, the following procedures will be followed

- contact may be made, if appropriate, with another intermediary agency (such as the Anderson County Business Education Partnership) to confirm whether or not a problem exists and/or to obtain additional information and support;

- direct communication will be made with a key contact person at the business to determine whether or not there are concerns; if necessary, PACE staff will suggest that a meeting be held to discuss the situation;
- if appropriate, a meeting will be held with key individuals from all affected sites to identify a solution that is satisfactory to the sites and the employer.

If a problem cannot be resolved between the site coordinators, employer contact and/or the consortium office, PACE staff will request assistance from top administrators at the appropriate site(s), or from the PACE board.

Celebrating Successes/Expanding the Initiative

The outcomes from STW activities and programs can be very impressive for both students and employers. A regularly occurring opportunity to share successful practices, and to highlight student accomplishments, would be beneficial to all partners. Each site should determine its preference for participating in a regularly occurring activity to recognize students and employers. (Options include hosting an activity by site, by county, or for all three counties through the consortium.)

If sites choose to offer an activity jointly for the region, the PACE STW Planning Team and other committees, with PACE Board approval, will plan an appropriate activity (such as an awards banquet) for employers, students, parents, community leaders, school officials and other guests. PACE committees will determine whether the activity should be a yearly event, or whether it should occur every other year. Funding for the activity will be determined by the planning group and/or by the PACE Coordinating Board.

In addition to celebrating student accomplishments and the active involvement of business partners, an awards ceremony or similar event can also help encourage non-participating employers to get involved in STW initiatives, or may stimulate current partners to expand their level of participation.

Developed by:

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The School-to-Work "Program"

- **School-based component including:**
  - career awareness and exploration (grade 7+)
  - selection of career major involving at least 2 years of HS and at least 1-2 years postsecondary
  - academic coursework of sufficient quality to meet state/national standards and postsecondary requirements
  - instruction that integrates academic and occupational study, and directly relates to career major
  - regular meetings with students to assess overall progress and identify supplemental services required for success
  - leads to high school completion and postsecondary credential, if appropriate
  - placement services into post-high school training and higher education
- **Work-based component including:**
  - work experience, preferably paid
  - learning contract which correlates with school-based component, and which contains progressively more sophisticated experiences
  - mentoring by trained workplace personnel
  - instruction in general workplace competencies
  - instruction in "broad elements of the industry"
  - options for preparatory activities (shadowing, SBE, OJT)
  - leads to a recognized, portable skills certificate
- **Connecting activities including:**
  - establishment of an intermediary or local partnership
  - school site mentors to help place students and act as a liaison with parents, employers and other partners
  - assistance to employers and others in designing school- and work-based components, and counseling services
  - training programs for teachers, school and workplace mentors, and counselors
  - technical assistance in integrating curriculum (academic and occupational; school- and work-based)
  - placement assistance for graduates, and help in locating/using community support services
  - linking youth programs with employer strategies for upgrading current workers
  - program evaluation

School-to-work programs should target, to the extent practicable, "industries and occupations offering high-skill, high-wage opportunities" and should be accessible to all students, including special populations and the academically gifted.

(Source: American Vocational Association. School-to-Work Opportunities Act of 1994 [public law 103-239, May 4, 1994], Alexandria, VA: Author, 1994.)

The School-to-Work "Concept"

- blending the classroom with the "real world" in meaningful ways
  - ➢ opportunities to apply knowledge
  - ➢ motivation to reach higher standards
  - ➢ chance to expand classroom learning
- helping students explore career opportunities as well as their own interests and aspirations
- providing mechanisms for better interaction between business/community role models and students/schools
- implementing work experience options:
  - ➢ cooperative education
  - ➢ service learning
  - ➢ shadowing
  - ➢ mentoring
  - ➢ internship
  - ➢ school-based enterprise
  - ➢ Youth Apprenticeship

TYPES AND DEFINITIONS OF WORK-BASED LEARNING

Introduction

This document was developed to facilitate the use of common definitions for various work-based learning options throughout the PACE Consortium. As a result of several months of review and discussion, members of key PACE committees, including the Coordinating Board, approved this information for use in planning and developing school-to-work activities and programs.

Purpose

This document was originally written to help explain to employers the different work-based learning options and the relative benefits and required levels of company commitment associated with each option. The information may, however, be used

- as a basis for developing brochures, flyers and other promotional materials
- by STW coordinators and others as a basis to explain various options to employer partners, students, parents and community members

Hierarchy of Work-based Learning Options

A graphic follows this introduction which shows the types of work-based learning in terms of the potential level of benefit to the company and the required level of commitment. (Commitment in this case is defined as the amount of company staff time required for training, duration of the training experience, and expenditures for student wages and other expenses.)

Among the nine types of work-based learning illustrated in the hierarchy, three of the options—coordinated co-op, personal mentoring and part-time work—may require additional explanation.

Coordinated co-op was included because this type of work-based learning has been operating on a limited basis within the PACE Consortium for several years. (This option is unique to the local area and is rarely described in national publications.) In addition, coordinated co-op was included because of its potential for expansion throughout the local area.

Personal mentoring was included because it is an option described in the S.C. School-to-Work Transition Act of 1994, and because numerous businesses (especially those affiliated with county-wide business and education partnerships) are already participating in mentoring programs. We defined this option as "personal mentoring" to differentiate it from workplace mentoring, which plays a critical role in registered and youth apprenticeship programs.

Part-time work was included because it is the option that businesses (and students) are the most familiar with when it comes to youth employment. This type of work-based learning activity is listed on the bottom of the hierarchy for several reasons. First, there is typically no company effort extended to link job tasks with the school curriculum. Second, the type of work is usually very basic, routine and/or task-specific rather than exploratory or broad-based in nature. And third, most companies hiring teenagers do so on a part-time, temporary basis in order to meet an immediate employment need. As a result, the long-term benefit to the company is not nearly as significant as it can be with more sophisticated work-based learning options.

STW Coordinators should understand that while most jobs held by teenagers are not currently linked in any formal way with classroom instruction, the potential exists to make these experiences more educational in nature. Also, STW Coordinators should recognize that it may be necessary to help a business meet an immediate employment need through part-time employment and then seek opportunities to "grow" a school-to-work opportunity.

When working with local employers to establish work-based learning opportunities, STW Coordinators should help them realize that it possible to run multiple options simultaneously. (For example, a company might participate in a youth apprenticeship program while sponsoring periodic shadowing activities for younger students.)

Other Options and Future Editions

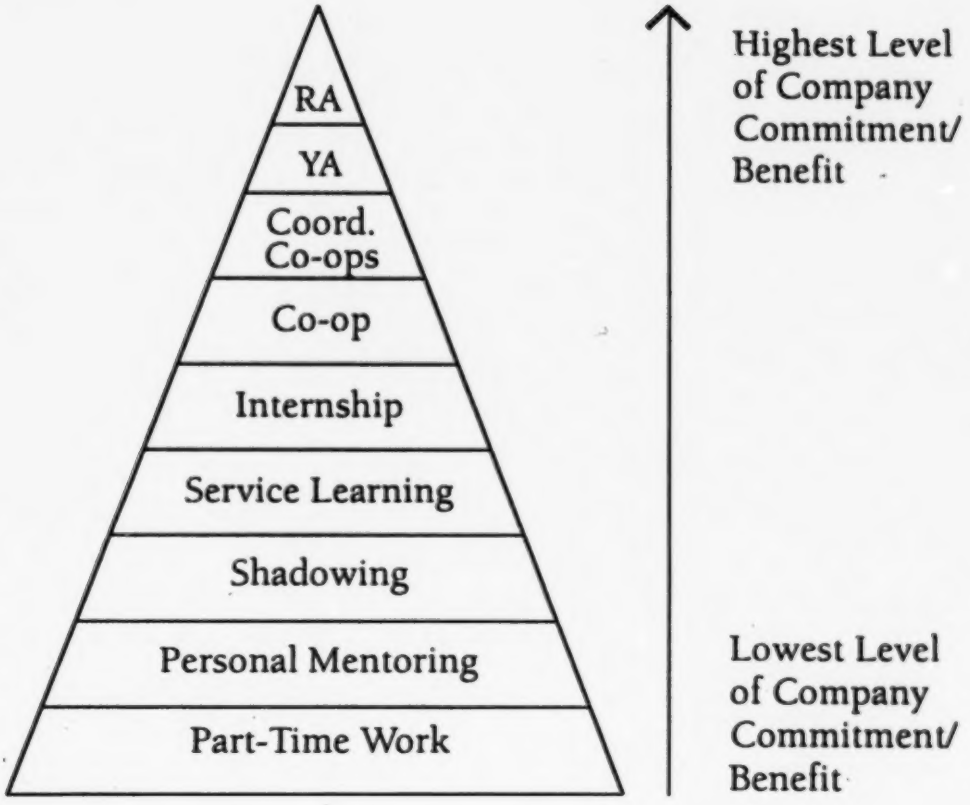
Some school-to-work publications, particularly those used on a national level, often include career academies as one of the options available to students. The career academy model stresses a number of key elements, including work-based learning. Because the work-based option featured in career academies is usually internship, which is described in this document, a separate category for career academies was not included.

This information on the types and definitions of work-based learning is considered to be a "working document." Revisions will be made as necessary in response to state and federal trends and to changing local needs.

TYPES AND DEFINITIONS OF WORK-BASED LEARNING

Types of Work-Based Learning

- Registered Apprenticeship (grade 11+)
- Youth Apprenticeship (grades 12-14)
- coordinated co-ops (grades 12-14)
- cooperative education (grades 11-12)
- internship (grades 10-12)
- service learning (grades 3-12)
- shadowing (grades 7-12)
- personal mentoring (grades 1-12)
- part-time work (grades 10-12)



Definitions

I. Registered Apprenticeship

(NOTE: While registered apprenticeship programs typically require participants to be at least 18 years old with a high school diploma/GED, youth options are possible.)

Time Commitment:

- 1 to 6 years (for persons 16 and older), involving between 1000 and 12,000 hours of continuous classroom and work-based instruction

Work-Based Component:

- focuses on all aspects of a particular occupation with a specified range of skills
- job tasks and work processes are determined and documented by the employer or apprenticeship advisory group
- complements related (classroom) instruction
- on-the-job training supervised by a journeyman worker
- work-based instruction involves modeling the procedure, having apprentice perform the task with supervision and repeat the task numerous times, and having the apprentice independently demonstrate proficiency following all safety precautions
- work experience gained through high school cooperative education assignments may, with appropriate documentation, count toward apprenticeship hours

School-Based (Related Instruction) Component:

- (pre-apprenticeship educational experiences may include completion of specific academic and vocational coursework in high school)
- requires a minimum of 144 hours each year, which may or may not count toward certification or result in compensation through apprentice wages
- may be taught as part of a formal, postsecondary experience (i.e., associate degree program) or may be offered as related hours of instruction at the worksite, through a high school career center, or through a technical college continuing education division
- typically involves instruction on techniques of the trade, theories and concepts behind the techniques, analysis of work processes, safety, and study of appropriate trade manuals

Agreements:

- prior to offering an apprenticeship contract (agreement), the employer may require pre-employment testing (which may include basic skills, aptitude and/or drug screening), an interview to determine level of interest and commitment to the program, a physical exam and/or other program prerequisites
- requires a signed training agreement between the student (apprentice), the employer and the parent (if the student is a minor), which is submitted to a U.S. Department of Labor approved registration agency

- training agreement specifies previous credit awarded (if appropriate), total hours required for certification including number of hours of related instruction, probationary period, and progressive wage scale for the duration of the program
- agreement may be terminated by either party without cause during the probationary period, and with cause and opportunity for corrective action following the probationary period; in either case, the registration agency must be notified

Credential(s):
- Certificate of Completion of Apprenticeship, awarded by the United States Department of Labor Bureau of Apprenticeship and Training (completion enables the apprentice to qualify and be known as a "journeyperson" or "journeyworker")
- associate degree, if the apprenticeship program has been fully integrated with this type of formal educational experience

Wages and other financial support:
- wages paid by employer based on a percentage of the current journeyworker rate, but not less than the minimum wage
- compensation follows a progressively increasing schedule of wages with increases at least every 6 months
- employer provides fringe benefits, vacation time, and other benefits in accordance with stated company policies
- employer sponsor may choose to cover all costs associated with the apprenticeship program, or may require apprentices to pay tuition for related study, buy textbooks and other materials required for classroom instruction, and/or to purchase their own tools

Evaluation:
- work-based tasks are supervised by a qualified employee who is usually a certified journeyworker
- written appraisals of the apprentice's progress in work-based and related instruction are completed prior to advancing into each training phase; appraisals are discussed with the apprentice, signed and added to the permanent record

Transportation:
- student provides own

Insurance:
- accident insurance (to and from the worksite) provided by the apprentice
- accident insurance (on-the-job) provided by the employer through employee health insurance and workers' compensation plan

Benefits to student and employer:
- students develop versatility by learning all aspects of a particular trade

- students gain interpersonal skills and the ability to handle different situations through experience in real work environments
- students obtain a recognized credential(s)
- employers benefit from meaningful, productive work performed by the apprentice
- employers experience reduced turnover rates, increased versatility of workers and the benefit of employing individuals who are well-versed in company preferences and practices

Full-time employment upon completion:

- students in registered apprenticeship programs are employees of the sponsoring company so the likelihood of continued employment after graduation is very high. (NOTE: Employers reserve the right to terminate or suspend employment if conditions of business should make such action necessary.)
- (some employers may require students to sign an agreement stating that they will work for the company for a specified amount of time following completion of the program.)

Regulations:

- registered apprenticeship programs are developed locally but are required to meet the national apprenticeship and training guidelines established by the U.S. Department of Labor Bureau of Apprenticeship and Training
- federal regulations require that employers follow equal opportunity guidelines in accordance with Title 29 of the Code of Federal Regulations, Part 30 as amended
- employers sponsoring five or more apprentices must develop and adopt an Affirmative Action plan, which may be a required attachment to the apprenticeship agreement

(Sources: U.S. Bureau of Labor Statistics, Occupational Outlook Quarterly, Winter 1991-92; Bureau of Apprenticeship and Training, "Officially Recognized Apprenticeable Occupations List," March 1994; U.S. Department of Labor, Setting Up an Apprenticeship Program, 1989; Treblig, Inc., Greenville, SC: "Apprenticeship and Training Standards for Treblig, Inc., for the Trade of Machinist (600-280-022)," March 1994; Sample of the "National Apprenticeship Guidelines," developed in Cooperation with the Bureau of Apprenticeship and Training, Employment and Training Administration, and the U.S. Department of Labor.)

II. YOUTH APPRENTICESHIP

Time commitment:

- 3 years (grades 12-14) including summers

Work-based component:

- broad in scope (encompasses all elements of the industry/business); increases in sophistication throughout the program
- competencies mutually agreed upon by employer and participating secondary/postsecondary institutions
- complements and extends classroom learning (academic and occupational)
- learning guided by trained employer mentor
- students selected by employer based on a mutually agreed upon process

School-based component:

- appropriate academic and occupational/technical foundation provided in grades 9-14 (may include specific enhancements to meet employer needs)
- academic and occupational course content and/or class schedules modified to blend with worksite experiences
- guidance and career counseling provided in grades 6-14
- course credit for work-based learning typically provided in grades 12-14
- periodic seminar sessions guided by teachers to help students explore/synthesize experiences in the workplace
- technical college and school district collaborate to provide opportunities for early/advanced entry into associate degree programs
- provisions for students to continue their education (baccalaureate degree)

Agreements:

- worksite training agreement developed collaboratively and signed by employer, school, parent, student, and postsecondary representative

Credential(s):

- high school diploma, vocational certificate, associate degree (and option for advanced technology certificate) and/or journeyworker certification or locally-developed certificate of workplace competency

Wages and other financial support:

- wages set and paid by employer
- tuition and/or other financial assistance for postsecondary study (associate degree) provided by employer

Evaluation:

- worksite learning evaluated by employer mentor
- regular on-site monitoring by school/postsecondary personnel

Transportation:

- student provides own

(Youth Apprenticeship, continued)

Insurance:

- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences **if** similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district
- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994). NOTE: A revision of the S.C. law regarding workers' compensation for unpaid student workers is rapidly making its way through the General Assembly.
- students participating in [paid worksite experiences] are covered for workers' compensation by the School District's policy (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1), but **may** be covered under the employer's policy; however, regardless of whichever party agrees to provide coverage (school district or employer), that party "must notify its insurance carrier or self-insured fund in order that coverage is recognized and appropriate premiums determined." (Correspondence of Michael Grant LeFever, Executive Director of the South Carolina Workers' Compensation Commission, August 17, 1994, p. 2).
- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains specific workplace skills, exposure to broad elements of the industry, an appreciation for the company "culture," and advanced standing/tuition assistance for postsecondary study
- employer benefits from meaningful work completed by the apprentice, and the potential to hire a skilled technician with 3 years work experience who is well-versed in company preferences and practices

Full-time employment commitment upon completion:

- generally there is no commitment for full-time employment on the part of employer or student. However, some employers may require students to work for the company for a specified amount of time following the program completion

Regulations:

- locally-developed and agreed upon unless employer chooses to enter into a formal apprenticeship arrangement through the Department of Labor/Bureau of Apprenticeship and Training
- state and federal child labor laws, if student is under 18

NOTE: When students enter the postsecondary component of the program, responsibilities of school districts as described above would be assumed by the postsecondary institution.

III. COORDINATED CO-OPS

Time commitment:
- 3 years (grades 12-14) including summers

Work-based component:
- complements and extends classroom learning, particularly in occupational/technical subjects
- learning guided by workplace supervisor
- participants selected by employer based on a mutually agreed upon process

School-based component:
- appropriate academic and occupational/technical foundation provided in grades 9-14
- guidance and career counseling provided in grades 6-14
- course credit for work-based learning typically provided in grades 12-14
- periodic seminar sessions guided by teachers to help students explore/synthesize experiences in the workplace
- college and school district collaborate to provide opportunities for early/advanced entry into associate degree programs
- provisions for students to continue their education (baccalaureate degree)

Agreements:
- worksite training agreement signed by employer, school, parent, student
- separate, informal training agreement mutually agreed upon by employer and student for post secondary component

Credential(s):
- high school diploma, vocational certificate, associate degree (and option for advanced technology certificate)

Wages and other financial support:
- wages set and paid by employer
- tuition and/or other financial assistance for postsecondary study (associate degree) provided by employer

Evaluation:
- worksite learning evaluated by employer mentor
- on-site monitoring by school or postsecondary personnel

Transportation:
- student provides own

Insurance:
- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district

(Coordinated Co-ops, continued)

- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994). NOTE: A revision of the S.C. law regarding workers' compensation for unpaid student workers is rapidly making its way through the General Assembly.
- students participating in [paid worksite experiences] are covered for workers' compensation by the School District's policy (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1), but **may** be covered under the employer's policy; however, regardless of whichever party agrees to provide coverage (school district or employer), that party "must notify its insurance carrier or self-insured fund in order that coverage is recognized and appropriate premiums determined." (Correspondence of Michael Grant LeFever, Executive Director of the South Carolina Workers' Compensation Commission, August 17, 1994, p. 2).
- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains technical and general workplace skills and advanced standing/tuition assistance for postsecondary study
- employer has specific tasks completed for reasonable wage and opportunity to hire full-time a student with three years' structured work experience

Full-time employment commitment upon completion:

- no commitment on the part of employer or student

Regulations:

- locally-developed and agreed upon (except for the high school part of the program which requires the school to keep specific records in accordance with State Department of Education

NOTE: When students enter the postsecondary component of the program, responsibilities of school districts as described above would be assumed by the postsecondary institution.

IV. COOPERATIVE EDUCATION

Time commitment:
- 9 weeks to one year (typically excluding summers)

Work-based component:
- training plan typically developed by the teacher and agreed to by employer, parent, student and school officials
- relates specifically to student's occupational major in school
- assignments usually focus on a series of specific tasks related to a particular job or position in the company
- learning guided by workplace supervisor

School-based component:
- academic and occupational foundation provided in grades 9-12
- guidance and career counseling provided in grades 6-12
- periodic seminar sessions guided by teachers to help students explore/synthesize experiences in the workplace
- credit for work-based learning provided in grade 12

Agreements:
- training agreement typically signed by employer, school, parent, and student

Credential(s):
- high school diploma and vocational certificate

Wages and other financial support:
- wages set and paid by employer
- (no other wages/benefits typically provided)

Evaluation:
- worksite learning evaluated by supervisor
- periodic on-site monitoring by school personnel

Transportation:
- student provides own

Insurance:
- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district
- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December

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- students participating in [paid worksite experiences] are covered for workers' compensation by the School District's policy (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1), but **may** be covered under the employer's policy; however, regardless of whichever party agrees to provide coverage (school district or employer), that party "must notify its insurance carrier or self-insured fund in order that coverage is recognized and appropriate premiums determined." (Correspondence of Michael Grant LeFever, Executive Director of the South Carolina Workers' Compensation Commission, August 17, 1994, p. 2).
- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains technical and general workplace skills
- employer has specific tasks completed for a reasonable wage

Full-time employment commitment upon completion:

- no commitment on the part of employer or student

Regulations:

- locally-developed and agreed upon (except for the high school which is required to keep specific records in accordance with State Department of Education regulations.)

V. INTERNSHIP

Time commitment:
- 1 week to six months (often occurs over the summer)

Work-based component:
- typically focuses on exposing the student to the responsibilities and duties of one or two positions within the company
- usually relates to the student's coursework (e.g., a student may, for example, participate in an internship at a bank after completing introductory finance or other business courses).
- learning guided by workplace mentor
- participants selected by employer based on a mutually agreed upon process

School-based component:
- appropriate academic and occupational foundation provided in grades 9-12
- guidance and career counseling provided in grades 6-12
- periodic seminar sessions guided by teachers to help students explore/synthesize experiences in the workplace
- (credit is not typically awarded for internship experiences; however, students may receive a grade for a class project or term paper based on the internship experience.)

Agreements:
- a written agreement between the student, school or teacher, and the employer is usually developed prior to the internship

Credential(s):
- (no special credentials are awarded)

Wages and other financial support:
- may be paid by the employer, or unpaid without any special benefits or financial support. (NOTE: Summer internships are almost always paid.)

Evaluation:
- worksite experience evaluated by the student and workplace mentor/supervisor
- limited on-site monitoring by school personnel

Transportation:
- student provides own

Insurance:
- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district

(Internship, continued)

- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994). NOTE: A revision of the S.C. law regarding workers' compensation for unpaid student workers is rapidly making its way through the General Assembly.
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- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains a general understanding about what is involved in one or more specific positions, as well as an appreciation for the company's type of business
- employer benefits by helping the student clarify his/her interests and goals, and may have some specific tasks completed by the intern for a reasonable wage

Full-time employment commitment upon completion:

- no commitment on the part of employer or student

Regulations:

- other than state/federal child labor laws for students under 18 years of age, any other regulations would be locally-developed and agreed upon

VI. SERVICE LEARNING

Time commitment:
- 1 hour up to several weeks

Work-based component:
- often project-based (developing a community park or helping with a food drive for the homeless), but may involve observing or assisting with specific duties in a civic organization or social service agency (providing supervised peer counseling to at-risk teens)

School-based component:
- appropriate classroom study provided prior to and concurrently with service learning experience
- credit not usually awarded unless experience is part of a class
- for more involved experiences (particularly for older students), periodic seminar sessions guided by teachers may be held to help students explore/synthesize experiences in the workplace

Agreements:
- an informal agreement or understanding is usually reached between the school, employer, parent and student prior to the activity (if non-school agencies are involved).

Credential(s):
- none

Wages and other financial support:
- typically unpaid without any special benefits or financial support

Evaluation:
- worksite experience evaluated by the student and employer sponsor (when appropriate)
- on site monitoring by school personnel at all levels; intensity of monitoring may decrease from elementary through high school

Transportation:
- provided by school, district, parent or student

Insurance:
- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district
- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994). NOTE: A revision of the S.C. law regarding workers' compensation for unpaid student workers is rapidly making its way through the General Assembly.

(Service Learning, continued)

- students participating in [paid worksite experiences] are covered for workers' compensation by the School District's policy (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1), but **may** be covered under the employer's policy; however, regardless of whichever party agrees to provide coverage (school district or employer), that party "must notify its insurance carrier or self-insured fund in order that coverage is recognized and appropriate premiums determined." (Correspondence of Michael Grant LeFever, Executive Director of the South Carolina Workers' Compensation Commission, August 17, 1994, p. 2).
- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains insight into the need for and the rewards of community service; student may also benefit from learning more about requirements of one or more service-oriented professions
- student benefits from opportunity to apply classroom knowledge to "real-world" situations
- older students benefit from networking with community leaders and may, as a result, develop valuable job contacts
- employer or agency benefits from student contribution to specific projects or activities
- employer gains personal satisfaction from helping a young person explore his/her career interests and learn a little more about the "real world."

Full-time employment commitment upon completion:

- no commitment on the part of employer or student

Regulations:

- if any, they would be locally-developed and agreed upon

VII. SHADOWING

Time commitment:
- 4 to 8 hours

Work-based component:
- designed to expose the student to one working person's duties and responsibilities
- may or may not relate directly to the student's school coursework (e.g., a student may, for example, shadow a secretary without taking any business courses in school)
- experience guided by employee being shadowed
- students selected by school personnel based on a process agreed upon by participating employers

School-based component:
- appropriate academic and occupational foundation provided, particularly when experience is linked to classroom studies. (Preparatory or follow-up assignments may also be required.)
- guidance and career counseling provided in grades 6-12
- no course credit awarded although students may receive a grade for a course project or assignment related to the shadowing experience.

Agreements:
- a relatively informal agreement is usually developed between the business person and the school coordinator which may describe the types of outcomes expected from the experience

Credential(s):
- none

Wages and other financial support:
- none

Evaluation:
- worksite experience evaluated by the student and career (business) person
- limited on-site monitoring by school personnel

Transportation:
- younger students may have transportation provided by school, district or parent, otherwise students provide their own

Insurance:
- health/life insurance provided by student's family, however, employers are responsible for offering coverage for students in paid work-based learning experiences if similarly classified employees are eligible for these benefits (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1).
- accident insurance (to and from worksite) provided by district
- students participating in **paid** worksite experiences are covered for workers' compensation under the Code of Laws of S.C., section 42-7-60, 1976, as amended; students who are participating in **unpaid** worksite experiences are **not** currently covered under this law (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December

13, 1994). NOTE: A revision of the S.C. law regarding workers' compensation for unpaid student workers is rapidly making its way through the General Assembly.

- students participating in [paid worksite experiences] are covered for workers' compensation by the School District's policy (S.C. Department of Commerce, "School-to-Work Transition Act Recommendations", January 11, 1995, p. 1), but **may** be covered under the employer's policy; however, regardless of whichever party agrees to provide coverage (school district or employer), that party "must notify its insurance carrier or self-insured fund in order that coverage is recognized and appropriate premiums determined." (Correspondence of Michael Grant LeFever, Executive Director of the South Carolina Workers' Compensation Commission, August 17, 1994, p. 2).
- parents should be required to sign a waiver for each student's participation in a worksite learning experience (S.C. Business Center for Excellence in Education, "Report of the Tech Prep Business Recommendations Committee", December 13, 1994).

Benefits to student and employer:

- student gains insight into an employee's duties and responsibilities as well as a general understanding of what the company does, and what is required in the workplace
- employer gains personal satisfaction from helping a young person explore his/her career interests and learn a little more about the "real world."

Full-time employment commitment upon completion:

- none

Regulations:

- if any, they would be locally developed and agreed upon

VIII. PERSONAL MENTORING

Time commitment:
- up to 5 hours per week for approximately 1 year

Work-based component:
- time is usually spent off-site in activities such as a cook out, outdoor hike, visit to the zoo, etc.
- mentor serves as a role model to the student by providing encouragement and guidance on a variety of personal, social, and educational issues

School-based component:
- typically, no structured relationship exists between school curriculum and mentor activities except for basic academic foundation. However, in some cases the mentor may help reinforce specific concepts taught in the school curriculum, with assistance from the teacher.

Agreements:
- clear agreement between the mentor, school/teacher and/or parent is reached, but may or may not be formally signed by all parties

Credential(s):
- none

Wages and other financial support:
- typically unpaid without any special benefits or financial support

Evaluation:
- mentor periodically completes a written evaluation
- school personnel typically remain in close contact with the mentor on a regular basis

Transportation:
- usually provided by the parent for younger students

Insurance:
- provided by family or school district policy

Benefits to student and employer:
- student benefits from greater self-confidence, improved decision-making abilities, and/or enhanced academic skills
- mentor benefits from personal satisfaction in helping a young person become more motivated, focused and successful

Full-time employment commitment upon completion:
- no commitment on the part of employer mentor or student

Regulations:
- if any, they would be locally-developed and agreed upon

IX. PART-TIME WORK

Time commitment:
- up to 20 hours per week for undetermined amount of time

Work-based component:
- supervisor assigns all duties and oversees performance

School-based component:
- no structured relationship exists between school and work except for basic academic foundation and/or some occupational skills training (e.g., computer keyboarding)

Agreements:
- no agreements exist between the school and the employer

Credential(s):
- none

Wages and other financial support:
- wages set and paid by employer

Evaluation:
- work supervisor evaluates performance in accordance with standard company policy

Transportation:
- student provides own

Insurance:
- accident insurance (to and from worksite) provided by student's family policy
- accident insurance (on-the-job) provided by company worker's compensation plan

Benefits to student and employer:
- student earns a wage and gains a general understanding about workplace requirements
- employer gets specific tasks completed for a reasonable wage

Full-time employment commitment upon completion:
- no commitment on the part of employer or student

Regulations:
- none, other than what employer would normally comply with for any part-time employee

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